

St Stephen Middle

225 Carolina Ave.
St. Stephen, SC 29479

Grades	6–8 Middle School	
Enrollment	314 Students	
Principal	Derrick T. Daniels	843–567–3128
Superintendent	Dr. J. Chester Floyd	843–899–8600
Board Chair	Kathleen Bounds	843–761–5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	26	21

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No

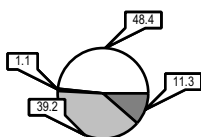
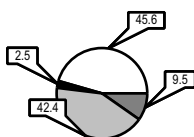
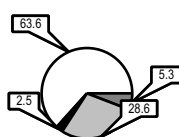
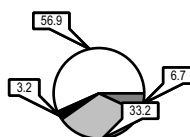
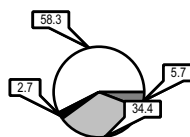
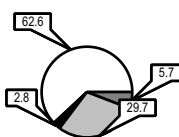
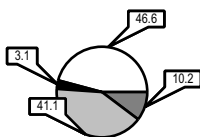
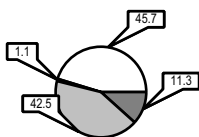
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	308	100.0	48.4	39.2	11.3	1.1	20.8	No	Yes
Gender									
Male	166	100.0	55.3	34.2	9.2	1.3	16.4		
Female	142	100.0	40.5	45.0	13.7	0.8	26.0		
Racial/Ethnic Group									
White	39	100.0	31.0	31.0	31.0	6.9	37.9	I/S	I/S
African American	267	100.0	50.2	40.3	9.1	0.4	19.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	252	100.0	44.4	41.5	12.8	1.3	23.5		
Disabled	56	100.0	67.3	28.6	4.1	0.0	8.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	308	100.0	48.4	39.2	11.3	1.1	20.8		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	48.2	39.4	11.3	1.1	20.9		
Socio-Economic Status									
Subsidized meals	270	100.0	50.4	39.5	9.7	0.4	18.5	No	Yes
Full-pay meals	38	100.0	34.3	37.1	22.9	5.7	37.1		

Mathematics – State Performance Objective = 36.7%									
All Students	308	100.0	45.6	42.4	9.5	2.5	23.0	Yes	Yes
Gender									
Male	166	100.0	48.7	41.4	7.2	2.6	19.1		
Female	142	100.0	42.0	43.5	12.2	2.3	27.5		
Racial/Ethnic Group									
White	39	100.0	24.1	55.2	6.9	13.8	27.6	I/S	I/S
African American	267	100.0	47.8	41.1	9.9	1.2	22.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	252	100.0	42.7	42.7	11.5	3.0	25.6		
Disabled	56	100.0	59.2	40.8	0.0	0.0	10.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	308	100.0	45.6	42.4	9.5	2.5	23.0		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	45.4	42.6	9.6	2.5	23.0		
Socio-Economic Status									
Subsidized meals	270	100.0	48.0	42.3	8.5	1.2	20.6	Yes	Yes
Full-pay meals	38	100.0	28.6	42.9	17.1	11.4	40.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	308	100.0	63.6	28.6	5.3	2.5	7.8
Gender							
Male	166	100.0	64.5	27.6	3.9	3.9	7.9
Female	142	100.0	62.6	29.8	6.9	0.8	7.6
Racial/Ethnic Group							
White	39	100.0	44.8	34.5	6.9	13.8	20.7
African American	267	100.0	65.6	28.1	5.1	1.2	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	252	100.0	57.3	33.8	6.0	3.0	9.0
Disabled	56	100.0	93.9	4.1	2.0	0.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	100.0	63.6	28.6	5.3	2.5	7.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	63.5	28.7	5.3	2.5	7.8
Socio-Economic Status							
Subsidized meals	270	100.0	66.9	28.6	2.8	1.6	4.4
Full-pay meals	38	100.0	40.0	28.6	22.9	8.6	31.4

Social Studies							
All Students	308	100.0	56.9	33.2	6.7	3.2	9.9
Gender							
Male	166	100.0	61.8	28.3	7.9	2.0	9.9
Female	142	100.0	51.1	38.9	5.3	4.6	9.9
Racial/Ethnic Group							
White	39	100.0	48.3	34.5	6.9	10.3	17.2
African American	267	100.0	58.1	32.8	6.7	2.4	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	252	100.0	50.9	37.2	8.1	3.8	12.0
Disabled	56	100.0	85.7	14.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	100.0	56.9	33.2	6.7	3.2	9.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	57.1	33.0	6.7	3.2	9.9
Socio-Economic Status							
Subsidized meals	270	100.0	59.3	31.9	6.0	2.8	8.9
Full-pay meals	38	100.0	40.0	42.9	11.4	5.7	17.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	90	100.0	65.1	26.7	8.1	N/A	8.1
	7	105	100.0	31.3	50.5	15.2	3.0	18.2
	8	91	100.0	25.3	64.4	9.2	1.1	10.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	115	100.0	60.4	32.1	6.6	0.9	7.5
	7	83	100.0	46.7	44.0	8.0	1.3	9.3
	8	110	100.0	37.3	43.1	18.6	1.0	19.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	90	100.0	50.0	39.5	9.3	1.2	10.5
	7	105	100.0	39.4	45.5	11.1	4.0	15.2
	8	91	100.0	51.7	46.0	2.3	N/A	2.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	115	100.0	37.7	49.1	11.3	1.9	13.2
	7	83	100.0	50.7	37.3	10.7	1.3	12.0
	8	110	100.0	50.0	39.2	6.9	3.9	10.8
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	115	100.0	71.7	21.7	4.7	1.9	6.6
	7	83	100.0	62.7	30.7	4.0	2.7	6.7
	8	110	100.0	55.9	34.3	6.9	2.9	9.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	115	100.0	61.3	33.0	4.7	0.9	5.7
	7	83	100.0	66.7	25.3	4.0	4.0	8.0
	8	110	100.0	45.1	39.2	10.8	4.9	15.7

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 314)				
Students enrolled in high school credit courses (grades 7 & 8)	17.4%	Down from 26.1%	7.9%	15.5%
Retention rate	5.8%	Up from 4.5%	4.8%	3.0%
Attendance rate	97.3%	Up from 96.7%	95.2%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%	Up from 1.0%	7.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%	Up from 1.0%	7.2%	4.6%
Eligible for gifted and talented	7.6%	Up from 5.2%	6.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Up from 8.6%	15.3%	13.6%
Older than usual for grade	9.6%	Up from 7.9%	7.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.4%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	44.4%	Up from 37.5%	49.2%	51.8%
Continuing contract teachers	66.7%	Down from 68.8%	66.7%	78.1%
Highly qualified teachers	94.1%	Up from 85.7%	89.1%	89.6%
Teachers with emergency or provisional certificates	6.7%	Down from 7.1%	10.3%	6.0%
Teachers returning from previous year	69.6%	Down from 73.0%	77.0%	85.4%
Teacher attendance rate	94.7%	Down from 95.5%	94.7%	94.9%
Average teacher salary	\$40,322	Down 0.6%	\$39,942	\$41,328
Prof. development days/teacher	8.6 days	Up from 8.1 days	10.6 days	11.5 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.6 to 1	18.6 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 91.0%	87.7%	89.3%
Dollars spent per pupil*	\$7,438	Up 18.2%	\$7,090	\$6,022
Percent of expenditures for teacher salaries*	46.5%	Down from 49.1%	61.1%	61.7%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	92.9%	Up from 0.0%	90.1%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Stephen Middle School is a small, family-oriented, richly historic, multicultural school community, located in the northern part of Berkeley County. Our school's mission is to EQUIP EACH STUDENT ("one day at a time") with the necessary skills to meet the demands of a changing society and produce responsible, contributing citizens!

In addition to being a Title I school, St. Stephen Middle is fully accredited by the Southern Association of Colleges and Schools. We also made Adequate Yearly Progress (AYP) for the 2004-2005 school year. Students performing below grade level are identified each year, and an Academic Assistance Plan is created by students, teachers, staff, and parents together to improve student achievement in English Language Arts, Math, Science, and Social Studies. We envision each student meeting or exceeding standards of achievement set by our district, the state, and the nation in all four academic areas. Much was accomplished through the efforts of our school staff, parents, students, and our Comer School Planning and Management Team (School Improvement Council).

St. Stephen Middle School maintains high expectations for student achievement and is committed to academic excellence! In order to continue to improve the achievement levels of our students, we will focus on research-based instructional teaching strategies; student academic performance incentive programs; Accelerated Reader, Compass Learning, and I Can Learn pre-algebra/algebra course; study skills, implementation of our Comer Model-Student Staff Support Team (SST); parent/community volunteer program, school-community partnership, student/staff/parent/broader community character development, and collaboration of district sponsored after-school program and Homework Center Grant after-school program. We will continue to expand our use of technology with additional Smart Boards, Note Pads, NEC Projectors, and wireless connections from PCs to televisions. St. Stephen Middle deems it an honor to be able to serve the students, parents, and a community that recognizes the needs of our children must come first.

Please accept our heartfelt thank you for your continued support. We look forward to a great 2005-2006 school year.

Derrick T Daniels, Principal
LeShonda Reed, SPMT Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	95	73
Percent satisfied with learning environment	83.3%	72.6%	80.0%
Percent satisfied with social and physical environment	90.9%	70.2%	76.8%
Percent satisfied with school-home relations	50.0%	83.2%	57.4%

*Only students at the highest middle school grade level at this school and their parents were included.